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ABSTRACT

Presented is an overview of the gifted and talented students' program funded in Michigan by the State Aid Act (Section 47) and involving 12 elementary and secondary level pilot projects. An introduction includes a history of and general information about the Michigan program for gifted and talented students. Provided are brief descriptions of each of the pilot projects written by personnel directly involved in the project. Names and addresses of contact persons for each of the projects are listed. (IM)

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INFORMATION REPORT

MICHIGAN'S 1976-77 PILOT PROGRAMS FOR GIFTED AND ACADEMICALLY TALENTED STUDENTS

Michigan Department of Education
November, 1976

EC092375

FOREWORD

Almost every day someone contacts the Department of Education requesting information about how to get started with a program for gifted and talented students. Also, often times people have heard about the Michigan pilot projects and want information about these programs. Because of the current interest in gifted and talented students and the interest in Section 47, we felt it would be useful to prepare a brief publication which presents abstracts of the twelve Michigan pilot programs.

The present publication includes several parts: a general description of the Michigan program for gifted and talented students; a description of the twelve pilot programs themselves; and a list of the contact people who can supply further information about the programs.

Considering the need to adequately meet the needs of all students, including those students with outstanding gifts and talents, we hope that this publication may be helpful to educators in Michigan in providing appropriate programs for this particular group of youngsters.

Robert L. Trezise
Coordinator of Programs for the
Gifted and Academically Talented

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Chapter I

INTRODUCTION

In the early 1970's, signs began to appear that gifted and talented students were again returning to the public consciousness. Perhaps the most significant sign was the publication in early 1972 of the monumental and influential Congressional Report entitled "Education of the Gifted and Talented: A Report to the Congress of the United States by the U.S. Commissioner of Education." The "Report," based upon data collected from all the states, very strongly suggested that intellectual and creative talent cannot survive educational neglect and apathy, yet neglect, apathy, and even hostility toward the gifted and talented exist at almost all levels--from the individual classrooms across the nation to state and federal governments and departments of education.

Besides the publication of the "Report," other indications that a renewal of interest in and concern for gifted and talented students were established in the U.S. Office of Education of an Office of the Gifted and Talented, a National Clearinghouse for the Gifted and Talented in Arlington, Virginia, and a National/State Leadership Training Institute on the Gifted and Talented. In addition, articles on gifted, talented, and creative youngsters began once again to appear in professional publications; and throughout the country active and influential parent groups, organized to make both schools and communities more aware of the need for special provisions for this group of students, began to make their influence felt.

In Michigan the renewed interest in the gifted and talented was first reflected in the 1972-73 State Aid Act, which contained a section (Section 45) directing the State Board of Education to "survey the need for and the feasibility of special programs for academically talented children..." The inclusion of this section in the State Aid Act represented the first time the legislature in Michigan had taken official action in terms of this particular group of youngsters, and the result was the "Report on the Michigan Study of the Needs of the Academically Talented." The major finding of the Michigan study was that while most educators recognized the need for special provisions for students with outstanding gifts and talents, very few reported that their districts were doing much, if anything, to make such provisions.

The next year, the State Aid Act included an additional section on the gifted and talented--Section 47. This section read as follows:

> From the amount appropriated in Section 11 there is allocated not to exceed $150,000 to applicant districts for the purpose of experimenting with, evaluating and reporting upon programs of special instruction for children who are academically

talented or gifted in terms of uniquely high intelligence or special ability to such a degree that their academic potential might not be realized in a normal instruction setting.

As a result of the 1973-74 Section 47, six pilot programs were established in Michigan. (Sixty-five districts made application). These pilot programs were in Cheboygan, Flint, Lansing, Livonia, Niles, and Willow Run. These districts were funded at the following levels:*

Cheboygan	$ 14,288	Livonia	$ 37,960
Flint	21,130	Niles	22,522
Lansing	21,328	Willow Run	32,772

Although these districts received their funds during fiscal year 1973-74, most of the programs were not in actual operation until the 1974-75 school year.

Section 47 was included again in the 1974-75 State Aid Act. The wording was the same, except that the funding was increased to $250,000--an increase of $100,000. The funds that year were used to continue support of the six initial projects, and six new pilot programs were initiated--these being in Benton Harbor, Bucharan, Dearborn, Highland Park, Kalamazoo Intermediate School District, and Union City. (The second year, 84 districts made application). These twelve districts were funded at the following levels:*

Cheboygan	$ 9,500	Benton Harbor	$ 31,000
Flint	14,100	Buchanan	24,000
Lansing	14,200	Dearborn	27,000
Livonia	25,300	Highland Park	31,000
Niles	15,000	Kalamazoo ISD	20,000
Willow Run	21,900	Union City	17,000

Again, although the funding occurred in fiscal year 1974-75, the program operation did not actually begin until the 1975-76 school year.

During the 1975-76 school year, the twelve pilot projects continued operation, and they are also continuing during the 1976-77 school year.

Also, in the spring of 1975 a State Commission on Education of Gifted and/or Academically Talented Students was appointed by the State Board of Education by legislative mandate (Act 299). The purpose of the State Commission was to design a State Plan for Gifted and Talented Students in Michigan. The Plan was received by the State Board of Education in the spring of 1976 and was subsequently forwarded to all members of the State Legislature and to the Governor.

*Figures do not necessarily indicate the full program cost. Many of the local districts involved contribute local funds to the program.

The early indications that the gifted were "coming back" have been borne out more recently. Included in the Special Projects Section of 93-380 (an act to extend the Elementary and Secondary Education Act of 1965) is a fund source for programs for gifted and talented, and during the fall of 1975, both state departments of education and local districts submitted applications for portions of these funds. Michigan applied as a part of a six-state consortium (Illinois, Wisconsin, Ohio, Indiana, Minnesota, Michigan). Funds for the consortium were awarded in the fall of 1976.

An important part of the Section 47 program has been evaluation. Indeed, each funded project was required to budget three to five percent of its state allocation for evaluation purposes.

The following section presents brief descriptions of the twelve pilot projects. Each description was prepared by personnel directly involved in the project. Chapter III presents a reprint of an article on the Michigan program that appeared in the November Phi Delta Kappan. The final chapter presents the names of the contact persons for each of the twelve programs.

Chapter II

PROGRAM DESCRIPTIONS OF THE TWELVE MICHIGAN PILOT PROGRAMS

FOR THE GIFTED AND TALENTED

Following are brief program descriptions of the twelve Section 47 pilot projects. They have been written for this report by persons directly involved in each of the projects in the various districts. Some of the projects are in their third year (Cheboygan, Flint, Lansing, Livonia, Niles, Willow Run) and some are in their second year (Benton Harbor, Buchanan, Dearborn, Highland Park, Kalamazoo Valley, Union City).

Cheboygan's Program For Elementary Gifted Youngsters in Self-Contained Classrooms

Fifty elementary-level students are enrolled in two multi-age, self-contained classes in the Cheboygan Section 47 Project. Each class is housed in a traditional type classroom with one teacher responsible for the curriculum and instruction of the lower elementary grades and another teacher responsible for the upper elementary grades. When the project was started three years ago, careful attention was given to the exact balance of grade level and sex. There were eight members in each grade, four boys and four girls. However, this exact balance has given way to a more flexible arrangement. We have decided that, although it would be ideal to maintain a balance, it is more important to bring students into the program who can most benefit by it. Another factor caused an imbalance in the number and sex within each grade. The non-reading first graders were a source of concern to the teacher. It was determined, through observations and test scores, that first graders would benefit more form the program if they were reading before entering the class. There is not time to instruct a full readiness program and still have time to keep a high level challenging program going for third graders. Consequently, we have only one first grader this year. This imbalance has not caused an overloading of any class because of community mobility.

The fifty students come from four elementary schools in the Cheboygan area. Transportation can usually be arranged with the bus transportation director. In the few cases where this is impossible, the parents form car pools. Siblings of students in these classes attend this school so families can be together.

Within this traditional setting there is flexibility in furniture arrangement, learning centers, tables, desks, sofas and shelves. Even though traditional subjects are taught, there is a variety and enrichment in the materials and curriculum. The children are eager learners and do not need repetitous instruction. This allows more time for art projects, music, drama, class meetings, physical education, and learning by discovery.

Daily class meetings, values clarification and problem solving exercises, individualized learning, and a humanistic environment help to make children feel good about themselves and others. The two teachers work together to gain a better understanding of the children and help each other plan curriculum and delivery systems.

There have been various changes that have had an effect on the program. For example, a change in staff in the upper elementary classroom was made prior to the beginning of the school year. The directorship changed from the curriculum director to the two teachers involved. A millage defeat put an end to art, music, and physical education as special subjects taught by special teachers. The identification and screening process has been by special teachers. The identification and screening process has been changed. Originally, verbal creativity was measured by the Torrence Test of Creative Ability. That test is no longer used. High verbal creativity combined with low I.Q. or lack of motivation does not contribute to success in this program. This year, a potential candidate should meet the following criteria: parental nomination, teacher identification, scoring above 120 on the Cognitive Abilities Test, and High Academic Achievement measured by Iowa Test of Basic Skills.

Janet Putnam
Marilyn Florek

Flint's Program for Elementary-Level Gifted and Talented Students

The Flint Community Schools' program for academically talented and gifted students is a two level program housed at Walker Learning Center, 817 E. Kearsley Street. One component serves over six hundred third through sixth grade students who come from their home schools one full day each week. They are referred by home school teachers and/or parent request. As students achieving at least one year above grade level and above the 80% on tests of individual potential, in parent and teacher opinions, they can benefit from enriched learning experiences qualitatively different from the regular classroom. Extensive use of the nearby College and Cultural Center, plus all other appropriate community resources, is an important part of the program. Operated with a modified open classroom format, topics for units of study offer students choices that include language arts, social studies, science/math, and visual arts. Leadership skills are an important objective and schools sending students on any one day represent a cross section of the community in order to promote understanding and appreciation of differences and likenesses.

A new component this year is a full-time program for gifted elementary students, many of whom were participants in the one-day-a-week program previously. Children in the new program are achieving two years above grade level and score in the very superior range and above on group tests of individual potential. They are identified through observation and interview as possessing many of these characteristics:

> Very superior demonstrated and/or potential ability shown in quantity of information, high level of language development, advanced comprehension, unusual capacity for processing information, early ability to think in abstract terms, and unusual ability to generate original ideas and solutions.

As part of the Section 47 Pilot Programs for 1976-77, the program objectives are:

1. To develop and increase students abilities to find diverse solutions in problem solving.
2. To develop and increase basic skills in oral, written, and visual communication according to the developmental level of each child.
3. To increase the use of creative/expressive language in oral, written, and visual communication.
4. To develop and increase basic research skills including:
   -- Topic selection
   -- Data collection
   -- Outlining
   -- Note taking
   -- Rewriting
5. To develop an understanding of man and his relationship to his environment through study of aspects of major cultures.
6. To develop simple conversational skill in a foreign language.
7. To increase creative thinking through the use of BASIC COMPUTER LANGUAGE.
8. To develop a foundation for positive contributions as a citizen.
9. To assume responsibility for leadership through application of positive group processes.
10. To accept responsibility by participation in community service.

Two multiage classrooms for fourth, fifth, and sixth graders began in September, 1976. By November 15, a group of first, second, and third year students will be organized. Plans are also being made to add a fourth classroom of young children by February 1, 1977.

Doris Orr

Lansing's Program for Elementary Children In An Academic Interest Center

Lansing's elementary Academic Interest Center is an extension of the district-wide Academic Interest Center for specialized and advanced high school course work. Fifty stuents are transported by bus from five elementary schools to the Academic Interest Center (AIC). The five schools were somewhat self-selective, since parents and building teachers had identified "services to the academically talented child" as an unmet building area need, and had given it a higher priority than other schools had in a district-wide need survey. The Walnut, Horsebrook, Averill, Northwestern, and Cumberland schools participate.

The two classrooms at the AIC house the 50, grades 1-6 students in a multi-age grouping with two half-time teachers providing instruction. Students are provided an almost comprehensive curriculum in which they meet five half days per week. Individualized instruction is provided in the area of science and humanities. Other activities encountered include poetry, music and music appreciation, art, French, creative movement, drama, creative writing, newspaper production, and swimming. One afternoon per week is spent at the facility of the Lansing Public Library, located several blocks away.

The Taba Social Studies curriculum published by Addison-Wesley is the organizing agent for the humanities component. The 1969-70 editions of the curriculum guide are used as it lends itself to a wide variety of supplementary sources. An indepth investigation on Occupational Choices is the first semester project, utilizing many community resource people as a primary source of information. The students will spend one half day with a resource person in their chosen field. The second humanities unit on stydying other cultures will apply the initial independent research skills learned in previous units.

The Elementary Science Study Program published by McGraw Hill, Inc. is used as the organizing agent for science. This program is based on the discovery philosophy and maximizes individualized instruction. An indepth unit on plants will be the first investigation conducted. A hands-on science table as well as a skeleton, a rock and a bird display are popular activity sites.

Swimming is taught with Red Cross designated competencies as the objectives.

Students are selected on the basis of the following criteria:

Stanford Achievement Test: Reading and Mathematics totals averaging at the 8th stanine; or

Performance objectives: Reading--Ginn 360, achieving at level 13 with 80% score on entry or posttest. Reading--Random House BTRC, score of 40 or better. Mathematics--Ginn IMS placement in high average or above; or

Parent recommendation and individually administered intelligence test: WISC or Binet above 120 or +2 grade levels on the Peabody; and at least 10% of the students with SAT scores at local norms

and who combine low-socio-economic factors with a capacity to do independent work and an interest in extra curricular activity (teacher/principal judgment).

Verbal expression from the verbal expression task on the Illinois Test of Psycholinguistic Ability was given to those students passing the achievement criteria.

Non-verbal intelligence was scored from a human-figure drawing task.

Teacher checklist

Final student selection is done by the five home-school principals, one of their teachers, and the psychologist assigned to the home school. The final selection process is supervised by the Director of Elementary Education.

William Helder
Marlyce Harte

Livonia's Program for Achieving (Gateway) and Non-Achieving (Gatepost) Students

The Livonia School District has two different program thrusts supported under Section 47: GATEWAY and GATEPOST. GATEWAY provides direct instruction to students, and GATEPOST offers seminars for the parents of gifted but non-producing students. Both exist among several alternatives for gifted students in this large suburban district.

GATEWAY is a two-hour a day multi-grade class for gifted sixth, seventh and eighth graders. The GATEWAY program accelerates entering sixth graders directly into the junior high school in their attendance area. Two of the District's junior high schools have GATEWAY programs. The programs are an English and Social Studies core. The sixth graders who would normally be attending one of the feeder elementary schools may or may not be called "seventh graders" (the two schools differ), but are allowed to take seventh grade science, mathematics, and Spanish.

The classes themselves are a balance among independent interest study, high interest group activity, diagnostic, self-prescriptive skill development, career exploration, field trips (on a need-to-go basis), community resources, and deliberate learning opportunities for the youngsters to interact with other young persons similar to themselves. This interaction for the purpose of challenging and stimulating one-another is a high priority of the project leadership. Pupil helping pupil is encouraged.

Teacher-pupil planning involves the entire class in making up the calendar. Students request time to present their activities, projects, and research to their classmates. Two days a week are generally reserved for independent research projects on an individually chosen area of interest. In one such project, a pupil built a large, one-man hovercraft. Some group assignments and activities are brainstormed -- yielding scores of alternatives. Occasionally diagnostic tests are used to pinpoint skill weaknesses. A student with a weakness may attend a specific workshop on her/his problem with others in the corner of the room. Composition corrections are conveyed by the teacher on a tape cassette. No letter grades are given.

The GATEWAY students are selected by (1) Listing students at the 90th percentile on any I.Q. test; (2) Orienting teachers to the program; (3) Obtaining forms on all listed students and other teacher nominees; (4) Convening system-wide committee to eliminate those not achieving two years-plus over grade placement, to recommend additional testing, to eliminate physically or socially immature, to rank to 40 (first-year) on mental ability, achievement and creativity, and to contact parents until 24 students are enrolled.

GATEPOST selects students who are gifted, but who are non-producing. It attempts to enhance the learning climate for the student by working directly with her/his parents in a series of parent workshops or seminars. The parent seminars aid in understanding the needs of these children and acquiring techniques for constructively countering their problems. In addition, the students themselves are placed in a part-time class designed to meet their particular needs, and intensive inservice with the students' regular classroom teachers. The part-time classes for the students focus on increasing the student's self-esteem, achievement motivation, and academic skill development.

The parent seminars are conducted by lay counselors from Oakland University's Continuum Center for Adult Counseling and Leadership Training. Topics in the two-hour a week, eight week series include: Interpersonal Communication Skills, Transactional Analysis, Behavior Patterns, Values Clarification, Developmental Needs and Stages, and Parent Effectiveness Training. The focus is not exclusively on the parents of the gifted and would be applicable to any group of parents of school age children.

Two objectives unique to the GATEWAY program were maintained along with behavior and achievement objectives for GATEPOST students.

> Eighty percent of the students in the GATEWAY program will use at least two resources from the community and school that are not books.
>
> GATEWAY students will value their association with non-GATEWAY youngsters.
>
> Fifty percent of GATEPOST students will improve at least one level of school behavior:

Assignment completion,
Voluntary contributions,
Discussion, or
Active participation.

Fifty percent of GATEPOST students will improve their achievement on standardized tests.

Clyde Jack
Marcia Wiss

Niles' Program for Accelerated Individualized Study For Gifted High School Students

The eleventh graders in Niles Accelerated Individualized Study Program spent the second year of their program tracked in a four hour block of time. The class of 28 students took Chemistry, Math Analysis, U.S. History, and a specially-created English class consisting of the poetry, literature, and the writings of the United States. The courses are accelerated and enriched. Field trips are an integral part of the program and are often career oriented.

The program became highly accelerated compared to similar classes taught by the same teacher. Grading was de-emphasized. The English class increased the time for creative writing and contracted for independent study. Students reported to their English class once or twice a week for teacher consultation, checking of progress, and group work. As a part of their studies, students attended plays at St. Mary's College and Notre Dame, meeting the actors and actresses who helped them with interpretation and analysis.

In order to accommodate the good study habits and independence of the AIS group, the Chemistry instructor completely individualized the program. At first this met with mixed reactions. By the end of the year the AIS group was uniformly pleased by the process and the outcome. The individualization allows students to spend time before school, lunch time, study hours and after school working at their projects. Several of the students accomplished three semesters of work in this area.

The U.S. History teacher provided a wide variety of reading material with journals, bulletins, and papers from around the United States and from many foreign countries. This was done to give students many viewpoints as they studied our country's background. Many field trips were undertaken to historical associations and museums in South Bend, Detroit and Chicago.

Over the three year phasing-in of the program, ten to twelve teachers will have had an opportunity to be involved with the AIS program.

During the first two years of the program the students have had classes in Mathematics (Algebra II, Geometry, Math Analysis); Science (Cellular Biology and Chemistry I and II); English (Accelerated Literature and Composition) and Social Studies (Western Civilization and United States History)

Each of the students had two other course selections. AIS students were enrolled in such courses as German, French, Spanish, Electronics, Band, Mechanical Drawing, Health, Physical Education, Drama and Choir.

The AIS block during the senior year (1976-77) consists of Calculus, Physics, Government, Economics and International Relations, Composition II, and Film Study and Production.

Students were nominated for AIS on the basis of:

1. Having interest in a career that is college oriented;

2. Above average ability and interest in the academics, i.e., English, Mathematics, Science, and Social Science;

3. An actual or potential 3.0 to 3.5 honor point average; and

4. High interest and motivation, self-reliance, independence of thought coupled with intellectual, moral and social responsibility.

Selection processes are certainly not infallible. Some of the originally selected students have had some difficulty achieving in such a highly concentrated academic curriculum; however, these students themselves and their parents state that because of this program their achievement has been greater than it was ever expected to be. This fact coupled with the development of great strength in the area of independence and responsibility provides interest in replication in our school and others.

Arnold Schten

Willow Run's Discovery Program

The Willow Run Community Schools is in the third year of its locally supported academically talented program. (The first year was an unfunded pilot program). In the elementary school, schools up to 40 students from all grades may be sent to the Discovery Center, usually a small classroom or a room adjacent around individual projects in academic and artistic interest areas. French, typing, ethnic studies, and dramatics are among the activities. Students generally select a broad area of study, establish objectives within their area of interest, locate resource materials, and generally display their work as a finished product -- a diorama illustrated report, an art project connected with an area of study, constructions or science experiments. A "hands-on atmosphere" encourages the full use of audio-visual equipment by students.

The program is operated by highly qualified paraprofessionals who work parttime in one school. This greatly reduces the cost to the District.

The high school program overcame the opposition of teachers toward students leaving their classes for the Directed Study program by establishing a room for the directed study students, who must enroll in an elective course to participate. The room encourages more interaction among the selected students than normally would be found in directed study experiences. Supervision is constant. Group activities revolve around field trips and discussions, including value clarification activities. Students must log their activities daily.

Eight percent of the school population is served by the project. The 335 pupils involved represent the largest program population in the State. At the end of each year, the student work is displayed in a well-attended evening open-house for the entire district.

Students are drawn from a pool of those who have scored in the top twenty (now 15%) percent of the District's test scores. Since most testing has been discontinued, principal and teacher selection will have to carry the job of selection. Parent nomination is permitted.

Since the objectives have received national attention, nearly all will be presented on the following table.

Below are listed the project objectives:

- -Students will increase achievement on standardized tests
- -Students will broaden her/his knowledge of subjects currently under study at her/his level or exposes to her/him in the center and pursue these subjects to new ideas and other concepts
- -Students will design 5 or more objectives, record them in their journal and complete them to their satisfaction

-Students will have a realistic idea of their abilities
-Students will present discoveries to the rest of the group in a manner chosen by her/him and approved by the teacher
-Students will know how and where to gather data
-Students will be able to apply problem solving techniques by the beginning of their fourth project
-The student will view her/himself as the prime factor in her/his education, in grades 3-12.
-The student will be open to the values and accomplishments of others
-Student will view her/himself as a respected person.

Jan Schwarze

Benton Harbor's Elementary Program to Promote Critical and Creative Thinking Skills

In Benton Harbor, grades three through eight contribute selected students who are transported to the East Elementary School for two half-days a week. Three classes, composed of two or three grades each, conduct a program of activities designed around the higher cognitive processes of critical thinking, creativity, problem solving, and evaluation. The program's curricular structure was initially patterned after Project CLUE in Memphis, Tennessee. Seven thinking processes are in the model: (1) Fluent Thinking, (2) Flexible Thinking, (3) Original Thinking, (4) Willingness to Take Risks, (5) Preference for Complexity, and (6) Curiosity. Twenty-three teaching strategies are outlined. The pre-service summer program, conducted by Jo Patterson, the Project Director for Project CLUE was organized around these teaching strategies.

Students have conducted independent research projects and displays. They enjoyed the group discussions the most (from a student questionnaire). The faculty placed the greatest time emphasis on (1) Mini-courses, 23%, (2) Creative thinking, 16%, (3) Independent study, 14%, (4) Discussion groups, 12%. Fifty-eight field trips were taken to twenty different locations. All dealt with indepth study related to the student mini-courses. Twenty-four area speakers and experts were enlisted as resources from this urban community.

The parent survey was the second largest in the State, 68 returns from 101 participant families. Parents recognized creative thinking skills as the third most frequent "benefit" received by their children.

Among the local objectives for the project were:

Students will develop interests in areas not taught in the regular classroom

Eighty percent of students will significantly increase their creative thinking abilities

Students will develop skills in group processes

Students will become proficient in creative research techniques

Students will increase self-concept.

Leonard Fowler

Buchanan's Natural Science Course For Advanced Students at the Fernwood Nature Center

The Bucahnan Public School District is the applicant and fiscal agent under Section 47 (Michigan's pilot program effort for the Gifted and Talented) for a consortium of Berrien County school districts, including Brandywine and Eau Claire. The Berrien Intermediate School District was the initial catalyst in forming the shared program and in assisting with the development of the proposal.

The Natural Sciences Course at Fernwood, Inc., an Environmental Education Center, is designed for students who have had at least one course in biology. The students come to the nature Center each school day for a two hour block of time. The time breakdown for the course is approximately 50 minutes of lecture and discussion and 50 of lab and field work, depending on project development.

Two 20 student sections of natural science are taught. Students may drop or begin the class at the end of the first semester. Emphasis in the class is on independent study and projects. The students are chosen using four criteria: (1) interest in a career that requires college training; (2) above average ability and interest in the academics, i.e. English, mathematics, social science as well as science; (3) an actual or potential 3.0 - 3.5 honor point average, and (3) high interest and motivation.

Material covered includes the identification, ecology, and behavior of the major groups of animals, and identification and life history of plant groups, plant communities, and specific plants. Study of these topics is planned around observation of and experimentation with the natural

environment at Fernwood. There are also units dealing with weather and climate, geology, and astronomy, and also, an introduction to computers in biology. This allows the student to work with certain preprogrammed simulation models, such as predator-prey, competition, population growth in a limiting environment, human survival curves, and vegetational sampling methods.

In this part of the program a student has the opportunity to actually sit at a computer terminal at Notre Dame's facility and manipulate parameters of the above programs and watch the changes which occur as shown in the computer print-outs. A computer terminal with a telephone coupler to the facility at Notre Dame was placed at Fernwood. An awareness of the potentials and limitations of computers was emphasized. This modern approach to environmental science was discussed and evaluated using real examples and model accuracy.

Great latitude is given for independent study. Observation of birds, experiments with Caddis fly larva, elaboration on the poetry unit, papers on the geometry of leaf placement of the stalk, and on body language were examined by the evaluator. In a previous class, two students used polygraphs on plants. Photography is an acceptable class project, and the Fernwood site is a beautiful setting to conduct it in. A high literary standard is maintained by the staff toward the student research papers.

Other aspects of the course format include field trips away from Fernwood, guest lecturers, special field project, films, and slide programs. The operation of this program is also concerned with the present needs of society and the trends which point in the direction of environmental control of plants, animals, and natural resources. Students gain awareness and understanding of the natural world not available in traditional high school courses. Class discussions on current environment topics follow directed readings on materials designed to present several views of the many faceted problems facing today's society.

Fernwood has access to several members of the Biology Department at both the University of Notre Dame and Andrews University. Specimens from the Notre Dame Museum are used for the classes. The museum includes birds, mammals, fish, reptiles, amphibians, insects and other arthropods. The arboretum here is open and high enough to offer a good place for the teaching of astronomy.

Exploration into career possibilities is also emphasized. The need to know and the ability to relate to the occupational opportunities in the environmental field is a major goal of the program. Through their involvement in this program, students may wish to continue their education, leading to related occupations.

The design of this program is to increase independent study time in which a student can use creative thinking and advance at a faster pace in accordance with his/her individual goals and potential.

The program is also concerned with the affective as well as the cognitive domain. The program approach helps the students develop healthy feelings and emotions toward life and society through nature study and environmental control.

Don Harker

Dearborn's Project IGNITE
(Inspiring the Gifted & Nurturing Individuals Through Enrichment

Dearborn Public Schools began implementation of a program for gifted and/or talented students in September, 1975. The program named IGNITE (Inspiring the Gifted and Nurturing Individuals Through Enrichment) was to function in all schools at all grade levels, 1-12. There were approximately 18,000 students distributed among 23 elementary schools, 10 junior high schools, and 3 senior high schools.

The administrative design of IGNITE is direct and simple. The Directors of Elementary and Secondary Education, assisted by a Resource Teacher, coordinate the program for the system. "Catalyst Teachers" were selected in each building to be the facilitator here and act as a liaison between the local staff and Central Office. A counselor at the junior and senior high schools assists the catalyst in these functions. Catalyst teachers are members of the staff and have classroom responsibilities. Elementary catalysts are released one-half day on alternate weeks to perform their IGNITE responsibilities, while secondary catalysts and counselors have one hour per school day for this function. These teachers received concentrated inservice throughout the year to help them effect positive results within their building.

Students may be nominated for the program by school personnel, parents, peer group or the student herself or himself. The nomination is directed to the local building principal, catalyst or counselor. The following guidelines are used to determine whether or not the student qualifies for the IGNITE program:

> The academically gifted are considered to be those who have 140+ I.Q. on any two or more appropriate group intelligence tests, or 135 I.Q. in combination with accelerated achievement test scores of two or more years above grade level. In addition, performance at a higher grade level must be consistently demonstrated.
>
> The highly creative and talented are considered to be those who demonstrate exceptional ability in their individual areas of interest in the judgment of professional personnel.

If it is determined that a student should be accommodated by the program, a planning committee meeting is arranged. This Educational Planning and Placement Committee (EPPC) is composed of the principal, catalyst, parents and classroom teacher at the elementary level. At the secondary level a counselor, the student and selected department chairmen are added. This planning group discusses the emotional and social maturity of the student as well as his special interests, abilities and educational goals. The committee develops a highly personalized educational plan based on this information. Catalysts and counselors monitor the implementation of that student's program.

Elementary Level

At the elementary level, the emphasis is on enrichment. Enrichment activities have been initiated in the regular classroom, and students make extensive use of the media resources within the building. Student activities are not confined to the classroom or the particular school, but extend to permit opportunities to visit resource centers and stimulating places and persons of the surrounding communities. Exploratory activities, indepth studies, creative pursuits and challenging experiences are some of the components of personalized programs for elementary students. Various options available to elementary students include French, German, Spanish, Junior Great Books discussion, music enrichment, mathematics enrichment, art, science, environmental, creative writing and dramatics.

Secondary Level

At this level, often a series of mandated courses are required, which requirements places a severe constraint upon the academically talented or creative student. IGNITE students are not bound by such requirements. Once admitted to the program, they are free to follow the plan developed by their personal planning committee. A relaxation of the normal requirements is part of the design where a student clearly demonstrates that he or she has mastered the skills and concepts of a particular subject area. Personalized plans may include some type of option to waive a requirement and substitute a mini-course, independent study, an elective, an advanced class, etc.

An option exercised by one student, based upon the advice of his planning committee, was to have extra time to work on the computer terminal. This was made possible by having a required class waived.

Specific examples of advanced placement are demonstrated by 22 students currently working at Henry Ford Community College and University of Michigan-Dearborn. Admissions personnel have been extremely receptive to students because they know the Educational Planning and Placement Committee has recommended the plan based on the student's abilities, needs and work-study load.

Summary

The IGNITE program has, as a primary goal, the educational development of gifted and/or talented students through a highly personalized approach. The strength of the program rests on the fact that all planning and decision making is done with the students, parents and professionals acting in concert. The ultimate result of these conferences produces a plan tailored to satisfy the educational goals, interests and capabilities of each individual student.

Allan McDonald

Highland Park's Program For Gifted Children Within the Regular Classroom

Background

Highland Park, Michigan has approximately 6,770 students in its K-12 program. There are five elementary buildings serving 3,285 students; three middle school buildings with an enrollment of 1,570; and a high school with 1,908 students.

Highland Park is a suburb surrounded on three sides by the City of Detroit, and encompasses 2.9 square miles. The city has a large number of students from low income families. Black enrollment is approximately 95%, with the remaining 5% being white and other ethnic minorities.

Description of Program

Target Population: 70 third, fourth, fifth, and sixth grade students with demonstrated achievement and/or potential ability in the area of creative or productive thinking. The students are selected on the basis of achievement test scores and classroom teacher evaluation. These students comprise the top five per cent of the district's elementary population.

Staff

One Resource Teacher for the Gifted - Description of Program: The Highland Park Program consists of one Resource Teacher and 70 third, fourth, fifth, and sixth grade students in the elementary schools. The focus of the program is the encouragement of creative and reflective thinking in the Language Arts.

Gifted students will remain in their regular classroom but participate in planned supplemental educational activities to augment their Language Arts program.

Classroom teachers will be encouraged through inservice training to use methods and materials that permit achievement and learning at varying levels, rates, and depth.

The Resource Teacher will bring enrichment ideas materials into the classroom to assist the regular teacher.

To supplement the regular class enrichment program, students meet two hours a week with the Resource Teacher during their regular Language Arts period.

A typical period finds students reading, discussing, giving reports and talks and writing stories and poems.

The approach to these tasks is somewhat different from that in the traditional classroom. Techniques such as brainstorming come into play. Here the students are expected to pack up his/her opinions with facts and support ideas with evidence.

The sessions are also characterized by individual and self-directed activities.

Betty Colden

An Intermediate District's Inter-County In-Service Program In Gifted Education (Kalamazoo Valley)

The Kalamazoo Valley Intermediate School District Project's service region includes five counties: Barry, Branch, Calhoun, Kalamazoo, and St. Joseph. The project is distinctly different from the other Section 47 programs in that it does not attempt to offer direct services to students or set up and operate a program of its own. The intermediate office acts in a stimulative and supportive role to assist school districts in their needs for recognition, initiation, implementation, maintenance, improvement, and the evaluation of programs for the gifted and talented. Inservice programs and workshops are aimed at a variety of needs--an awareness of the characteristics and needs of the gifted and talented, identification, definition, possible program models, teaching strategies and activities, development of teaching skills, program evaluation, and so on.

Consultation provides service in the form and to the task requested by local leadership. Information is offered through workshop materials, in-service hand-outs, a lending library, and Project produced materials. The efficiency of multi-district inservice workshops is supplemented by the sharing of nationally-known outside consultant speakers. The one Project consultant has also numerous contacts with parent groups, as well as educators, throughout the 5 county region. Gull Lake, Comstock, and Three Rivers are school districts which began gifted programs in 1975-76. Battle Creek and Lakeview implemented previously planned programs. Oakwood Jr. High in Kalamazoo, Schoolcraft, and Delton-Kellogg began programming for the gifted in the fall of 1976. Others are in the final stages of planning and approval--Portage (Angling Road Elementary), Comstock High School, Harper Creek, Quincy, and Parchment among others.

Many other schools and teachers have planned alternative programs and projects for gifted pupils with little or no expenditure of funds--a topic speciality of the consultant. A book of activities for bright youngsters was compiled by the consultant, as well as planning a conference on gifted education with nationally known speakers for all interested Michigan educators held in Kalamazoo the fall of 1976. Consultation services are also provided outside of the 5 county Region 12 area by the consultant where time allows. As more programs are formed, the one consultant may be spread too thin to adequately respond to all new requests for services. Priorities will then have to be set. The potential problem of local school districts not having the money to initiate programs has been successfully met by the Project. Once a program is begun, even a modest program, the prospect of school board financial support seems to increase.

The primary objectives of Kalamazoo Valley Intermediate School District's Project are:

1. An inservice model will be developed to assist educators in Region 12 in the improvement of their instructional program for the gifted and talented students through direct assistance in planning, writing, and implementing a specific plan or project, and through Regional and on-site inservice education workshops within their own school districts.

2. Gifted programs will be initiated in each of the five counties served.

3. A subcommittee of representatives of districts in Region 12 will be formed for the sharing of information and services, determining the needs of the area educators for workshops and programs, providing unity and support in the name of gifted education.

4. The variety of programs and workshops in inservice education for the study of all phases of gifted education will be expanded, including workshops which would increase the competencies of educators in dealing with gifted children and to learn new teaching skills and strategies for working with these youngsters.

5. Dissemination of information and materials on the gifted and talented will cover all of Region 12 and beyond.

6. An increase in the number of educators participating in the Project's programs and inservice workshops will be evidenced, with a focus on expanding the awareness, the knowledge, and skills of the "repeaters."

Ron Sergeant
Phyllis Maul

Union City's Discovery Center For Grades Three to Five

Union City's Discovery Center for the academically talented is housed in the Union City Elementary School in Union City. Third through fifth grade students meet for the equivalent of two days per week in the one room center. Students are selected on the basis of a high composite of test scores.

The Discovery Center is an average-size classroom with no unusual facilities other than a closet which has been converted into a dark room. The room is organized in an open, activity centers arrangement. Science activities, creative writing tables, the photography closet, and tape-recorded lessons are found on a variety of activities. Science is a hands-on subject. Individual science projects and experiments are performed. A consistent step by step scientific procedure follows all such activities. Language includes vocabulary building, dictionary skills, creative writing, and dramatics. There is no reading instruction. Art, mathematics, and geometry add to the active and manipulative nature of the classwork. Foreign language was included after the school year had begun when it was requested by the students. Many activities are controlled through assignment task cards at each work station.

Project objectives:

1. Project students will demonstrate 10 month growth in general achievement as a result of 7 months participation in the program.

2. Project students will demonstrate a significant increase in basic study (research) skills as a result of the 7 month program.

3. Project students will demonstrate a significant gain in positive self-concept development as a result of the 7 month participation in the program.

Target population: Thirty students (identified as gifted) in grades three to five.

Ralph Block

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Chapter III

THE GIFTED CHILD: BACK IN THE LIMELIGHT

by

Robert L. Trezise

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Chapter IV

CONTACT PERSONS FOR SECTION 47 PROJECTS

Benton Harbor:
Mr. Leonard Fowler
Benton Harbor Public Schools
240 Jefferson
Benton Harbor, MI 49022
616-926-7373

Buchanan:
Mr. Lee Schadalee
Fernwood, Inc.
1720 Rangeline Rd.
Niles, MI 49120
616-695-6491

Cheboygan:
Ms. Marilyn Florek
Ms. Janet Putnam
Cheboygan Public Schools
Box 100
Cheboygan, MI 49721
616-627-5211

Dearborn:
Mr. Al McDonald
Mr. Fred Schreiber
Dearborn Public Schools
4824 Lois
Dearborn, MI 48126
313-582-2925

Flint:
Mrs. Doris Orr
Walker Elementary School
817 E. Kearsley St.
Flint, MI 48503
313-762-1328

Highland Park:
Ms. Betty Colden
Director, State & Federal Projects
Highland Park Public Schools
20 Bartlett Ave.
Highland Park, MI 48203
313-868-1264

Kalamazoo Intermediate School District:
Mr. Ronald Sergeant
Kalamazoo Valley Intermediate School Dist.
1819 E. Milham Road
Kalamazoo, MI 49002
616-381-4620
(Also: Ms. Phyllis Maul)

Lansing:
Dr. William Helder
Lansing Public Schools
519 W. Kalamazoo St.
Lansing, MI 48933
517-374-4333
(Also: Ms. Marlyce Harte)

Livonia:
Mr. Clyde Jack
Livonia Public Schools
15125 Farmington Rd.
Livonia, MI 48154
313-422-1200
(Also: Ms. Marcia Wiss
Mr. Al Riegel)

Niles:
Mr. Arnold Schten
Niles Senior High School
1441 Eagle St.
Niles, MI 49120
616-683-2894

Union City:
Mr. Ralph Block
Union City Community Schools
430 St. Joseph St.
Union City, MI 49094
517-741-8191

Willow Run:
Ms. Jan Schwarze
829 Green Rd., Apt. 307
Ypsilanti, MI 48197
313-482-1557